DOCUMENT RESUME

ED 199 336 UD 021 264

AUTHOR Goor, Jeanette; Farris, Elizabeth
TITLE ESEA Title I Schoolwide Projects: Eligibility and Participation, Winter 1979-80. Fast Responses Survey System Report No. 9.
INSTITUTION Westat Research, Inc., Rockville, Md.
SPONS AGENCY National Center for Education Statistics (DHEW), Washington, D.C.
REPORT NO NCES-80-237
PUB DATE [80]
CONTRACT 300-76-0009
NOTE 28p.; Not available in paper copy due to reproduction quality of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Eligibility; *Federal Programs; Program Proposals; *School Districts; *Student Characteristics; Surveys
IDENTIFIERS *Elementary Secondary Education Act Title I

ABSTRACT

This report describes the methodology and presents the findings of a survey of State education agencies concerning the extent of eligibility of school districts for ESEA Title I schoolwide projects and the extent of their participation in such projects. Information provided includes: (1) the number of districts that applied for Title I funds in the 1979-80 school year; (2) the number of these districts having at least one school with 75 percent or more children eligible for Title I; (3) within these districts, the number of schools with 75 percent or more Title I eligible children; (4) the number of districts that applied for a Title I schoolwide project for the 1979-80 school year; and (5) the number of districts that have, or will have, at least one Title I schoolwide project during the 1979-80 school year. Five percent of the districts applying were found to meet the eligibility criterion for schoolwide projects by having at least one school with 75 percent or more Title I eligible children. It was also found that while eligible districts tended to be concentrated in high poverty Southeastern States and in States with medium enrollments and high poverty rates, they occurred throughout the nation. (Author/APM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED199336

FEB 1 2 1981

UD

# ESEA Title I Schoolwide Projects: Eligibility and Participation Winter 1979-80

FRSS

fast response survey system

National Center for Education Statistics

FRSS Report No. 9

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD021264

2

## HIGHLIGHTS

According to State education agencies--

- Of the 13,365 school districts that applied for ESEA Title I funds during the 1979-80 school year, an estimated 626 or 5 percent had at least one school with 75 percent or more Title I-eligible children and were, therefore, eligible for schoolwide projects.

- Only six States had no districts eligible for schoolwide projects. Eligibility varied by State poverty rate, geographic region, and State enrollment size. About three-fourths (474) of the eligible districts were located in high-poverty States, while about one-half were located in the Southeast (346) and in medium-sized States (312).

- A total of 2,166 schools in 49 States were estimated to have 75 percent or more Title I-eligible children. (In two States, the numbers of eligible schools were not ascertained.) The 2,166 schools represent almost 3 percent of the total number of schools in these 49 States.

- On the average, each of the eligible districts had four schools that qualified for schoolwide projects, but the number of eligible schools per district ranged from 1 to 38.

- Only 4 percent (24) of the eligible districts had, or expected to have, Title I schoolwide projects during the 1979-80 school year.

# ESEA Title I Schoolwide Projects: Eligibility and Participation Winter 1979-80

## A Survey of State Education Agencies

FRSS Report No. 9

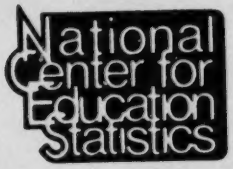
by
Jeanette Goor
National Center for
Education Statistics

Elizabeth Farris
Westat, Inc.

**U.S. Department of Education**
Shirley M. Hufstedler
*Secretary*

**Office of Educational Research and Improvement**
F. James Rutherford
*Assistant Secretary for Educational Research and Improvement*

**National Center for Education Statistics**
Marie D. Eldridge
*Administrator*




**National Center for Education Statistics**

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

---

Other reports of the Fast Response Survey System (FRSS):

No. 1 -- Statewide Developments in Performance-Based Education, 1976: a Survey of State Education Agencies

No. 2 -- Job Placement Services Provided by Local School Systems to High School Students, Graduates, and Dropouts, 1976

No. 3 -- Part-Time Financial Aid Counselors in Institutions of Higher Education, 1977

No. 4 -- Teacher and Administrator Shortages in Public School Systems, Fall 1977

No. 5 -- Training Needs of Public School Administrators; A Survey of Local School Districts, Summer 1978

No. 6 -- Arts Education: Policies and Programs, Winter 1978-79

No. 7 -- School Districts Participating in Multiple Federal Programs, Winter 1978-79

No. 8 -- School District Needs for Technical Assistance 1979

Prepared for the National Center for Education Statistics
by Westat, Inc. under
Contract Number 300-76-0009

## FOREWORD

This report presents the findings of a survey of State education agencies concerning the extent of eligibility of school districts for ESEA Title I schoolwide projects and the extent of their participation in such projects.

Based on a request from Congress, NCES conducted the study using its Fast Response Survey System (FRSS). The data were needed for a better understanding of the impact of a recent legislative provision making schoolwide projects eligible for ESEA funding under certain conditions.

FRSS was established to collect quickly key issue-oriented data needed by Department officials for planning, policy, or legislative purposes. This is the ninth in the series of FRSS reports through which major findings of the fast response surveys are shared with the education community.

Marie D. Eldridge

Marie D. Eldridge
Administrator

## ACKNOWLEDGMENTS

The survey was requested by Albert Alford, Acting Deputy Assistant Secretary for Congressional Services, Department of Education (formerly Assistant Commissioner for Legislation, Office of Education, DHEW). Dr. Alford worked with Congressional staff members to develop the data needs addressed in the survey.

The survey was coordinated with the Council of Chief State School Officers (CCSSO) through its Committee for Evaluation and Information Systems (CEIS). Incorporated in the questionnaire were the helpful suggestions of the CEIS Fast Response Panel. Chaired by Bertha McCloskey, Missouri Department of Education, the Panel includes Edward Allen, Florida Department of Education, and George Rush, CCSSO.

The cooperation of the Fast Response Survey System (FRSS) Coordinators and the ESEA Title I Coordinators within the State education agencies, who promptly provided the requested data, was instrumental to the success of the survey.

The survey was conducted by Westat, NCES' FRSS contractor. Under the leadership of Elizabeth Farris, the Westat Project Director, the company's survey team included Vivian Troutman and Debra Porter, who handled the data-collection and file-maintenance activities; Daniel Hawes, computer programmer; and Margaret Mechling, typist.

Among NCES staff, Jeanette Goor, FRSS Project Officer, had overall responsibility for the survey, under the general direction of David Sweet, Director, and Absalom Simms, Deputy Director, Division of Multilevel Education Statistics. Jean Brandes served as advisor during the questionnaire development phase; Philip Carr designed the cover and title pages; Loretta Wright provided editorial services; and Martha Hollins contributed clerical, typing, and administrative services.

TABLE OF CONTENTS

HIGHLIGHTS..... Inside Front Cover

FOREWORD..... iii

INTRODUCTION..... 1

SURVEY FINDINGS..... 2

SUMMARY..... 14

APPENDIXES: I. The Fast Response Survey System..... 15

Methodology for the SEA Survey of Title I Schoolwide Project Eligibility and Participation..... 16

Distribution of School Districts in the United States..... 17

II. Reproduction of Survey Questionnaire..... Inside Back Cover

TEXT TABLES

1.--Application rates for ESEA Title I funds and eligibility rates for Title I schoolwide projects, by selected State classifications: United States, winter 1979-80..... 3

2.--Percent distributions of all districts, those applying for ESEA Title I funds, and those eligible for Title I schoolwide projects, by selected State classifications: United States, winter 1979-80..... 5

3.--Percent distributions of districts applying for ESEA Title I funds and eligible for Title I schoolwide projects, by paired State classifications: United States, winter 1979-80..... 7

4.--Participation in ESEA Title I schoolwide projects, by selected State classifications: United States, winter 1979-80..... 9

5.--Schools eligible for ESEA Title I schoolwide projects, by selected State classifications: United States, winter 1979-80..... 11

6.--States with districts eligible for and participating in ESEA Title I schoolwide projects, by paired State classifications: United States, winter 1979-80..... 13

APPENDIX TABLE

A.--Overview of public school districts, by selected State classifications..... 18

## INTRODUCTION

Title I of the Elementary and Secondary Education Act (ESEA), the Nation's largest elementary/secondary Federal education program, provides services to meet the needs of economically and educationally disadvantaged children. Recognizing that schools with concentrations of low-income families may need special attention, Congress recently approved Section 133 of the Education Amendments of 1978. This section provides that districts having at least one school serving an attendance area with 75 percent or more children from low-income families may apply for a Title I schoolwide project to upgrade the school's entire education program.

Section 133 was intended to enable schools with high proportions of economically disadvantaged students to provide more effective remedial services by serving all of their students rather than only those eligible for Title I. The ability to plan and implement a comprehensive schoolwide educational program could improve delivery of Title I services and, at the same time, benefit all students in a number of ways. Such a program could eliminate disruptive instructional practices, simplify the complexity of scheduling requirements and the school's organizational structure, and utilize staff and other resources more effectively.

However, Section 133 contained a provision that could discourage potential applicants. Part B of the section required supplementary State and local matching funds for services provided under schoolwide projects to children who were not educationally deprived. This requirement could easily prove a barrier, since districts with sufficiently high percentages of economically deprived children to qualify for schoolwide projects might, by the same token, have difficulty raising the additional revenue. To alleviate this situation, an amendment to waive the additional State and local funding requirement under certain conditions was introduced in Congress in 1979 and again in 1980. The Office of Legislation (formerly in the Office of Education, now in the Department of Education) requested the National Center for Education Statistics (NCES) to conduct a survey to obtain data on the numbers of school districts and schools that could benefit from a waiver of the supplementary funding requirement.

The survey of State education agencies (SEA's) was conducted with NCES' Fast Response Survey System (FRSS) in December 1979, and the following information was obtained:

- The number of districts that applied for Title I funds for the 1979-80 school year
- The number of these districts having at least one school with 75 percent or more children eligible for Title I
- Within these districts, the total number of schools with 75 percent or more Title I-eligible children
- The number of districts that applied for a Title I schoolwide project for the 1979-80 school year
- The number of districts that have, or will have, at least one Title I schoolwide project during the 1979-80 school year.

Responses were obtained from the 50 States and the District of Columbia. 1/

The findings included some State-provided estimates; a number of States apparently did not maintain records, in easily retrievable form, of the numbers of eligible districts and schools. In the followup of missing data from three States, estimates were accepted for the numbers of districts eligible for schoolwide projects. Estimates were given for the numbers of eligible schools in two States; no information on eligible schools could be obtained for two other States. The estimates are included in the findings presented in this report. Therefore, data on eligible districts represent 51 States (50 States and the District of Columbia), while data on eligible schools represent 49 States. The distribution of the States for which estimates and nonresponses were obtained is footnoted in table 6; appendix I contains a discussion of these responses.

Appendix I also describes the Fast Response Survey System and survey methodology; appendix II presents the survey questionnaire.

---

1/ Within 2 months after mailout, preliminary findings were provided for use by the Congress.

## Applications for ESEA Title I Funds and Eligibility for Title I Schoolwide Projects

Applications for ESEA Title I programs for the 1979-80 school year were widespread among the Nation's public school districts. According to the State education agencies, 13,365 districts (84 percent) had applied for Title I funds for that year (table 1).

Although the overall rate of application was high, some differences emerged among the various categories within three State classifications: geographic region, enrollment size, and poverty rate. The lowest regional application rate occurred in districts in the Great Lakes and Plains region (80 percent of all districts within that region), while districts in the Southeast had the highest rate (99 percent).

The lowest rate of Title I applications (62 percent) among all three State classifications occurred in districts in the small State category (enrollments of fewer than 400,000 students). The application rate increased to 93 percent for districts in medium-sized States (enrollments between 400,000 and 999,999) and to 88 percent in large States (enrollments of 1,000,000 or more).

Finally, as would be expected, State poverty rates and Title I applications were directly related. In low-poverty States (fewer than 10.5 percent of school-age children living with families whose income fell below poverty level), 77 percent of the districts had applied for Title I funds for the 1979-80 school year. In medium-poverty States (10.5 to 14.9 percent of school-age children living with families whose income fell below poverty level) and high-poverty States (15 percent or more), the percents of Title I applications were greater--84 and 92 percent, respectively.

In contrast to the preponderance of Title I applications, relatively few districts had heavy concentrations of high-poverty families. Five percent (an estimated 626) of the 13,365 districts that applied for Title I funds for the 1979-80 school year met the major eligibility criterion for schoolwide projects, i.e., they had at least one school with 75 percent or more children eligible for Title I.

The eligibility rates across all categories within the three general State classifications ranged from 1 to 20 percent. The two highest eligibility rates occurred in the Southeast region and in high-poverty States (20 and 11 percent, respectively, of districts within each category that applied for Title I funds). The application rates for these two categories also ranked high (over 90 percent of all districts within each category). However, the eligibility rate for the third State category with an above-90-percent application rate--the medium-sized States--was only 6 percent.

It is noteworthy that each State category contained some districts with sufficient concentrations of Title I-eligible children to be eligible for schoolwide projects. Therefore, although sparse and primarily concentrated in two categories, eligible districts were distributed throughout the Nation.

Table 1.--Application rates for ESEA Title I funds and eligibility rates for Title I schoolwide projects, by selected State classifications: United States, winter 1979-80

| State classification and category | All districts 1/ | Districts applying for Title I funds for the 1979-80 school year | | Districts eligible for schoolwide projects in the 1979-80 school year 2/ | |
|---|---|---|---|---|---|
| | | Number | Percent of all districts (application rate) | Number | Percent of districts applying for Title I funds (eligibility rate) |
| U.S. Total..... | 15,834 | 13,365 | 84 | 3/ 626 | 5 |
| Geographic region: | | | | | |
| North Atlantic..... | 3,067 | 2,568 | 84 | 34 | 1 |
| Great Lakes and Plains..... | 6,315 | 5,072 | 80 | 81 | 2 |
| Southeast..... | 1,739 | 1,722 | 99 | 346 | 20 |
| West and Southwest. | 4,713 | 4,003 | 85 | 165 | 4 |
| Enrollment size: | | | | | |
| Fewer than 400,000. | 3,299 | 2,050 | 62 | 104 | 5 |
| 400,000-999,999.... | 5,175 | 4,813 | 93 | 312 | 6 |
| 1,000,000 or more.. | 7,360 | 6,502 | 88 | 210 | 3 |
| Poverty rate: 4/ | | | | | |
| Low..... | 4,519 | 3,491 | 77 | 36 | 1 |
| Medium..... | 6,825 | 5,743 | 84 | 116 | 2 |
| High..... | 4,490 | 4,131 | 92 | 474 | 11 |

1/ Data from the Education Directory, Public School Systems 1977-78, National Center for Education Statistics, 1978.

2/ Districts with at least one school with 75 percent or more children eligible for Title I.

3/ Includes estimates for three States: two in the Great Lakes and Plains region and one in the West and Southwest region; one in the 400,000-999,999 enrollment category and two in the 1,000,000 or more enrollment category; and one in each of the poverty categories.

4/ Data from the Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, issued January 1979.

The poverty rate denotes the percentage of school-age children living with families with incomes below poverty level:
Low poverty--fewer than 10.5 percent of such children
Medium poverty--10.5-14.9 percent
High poverty--15 percent or more.

Distribution of Districts Applying for Title I Funds and Eligible for Title I Schoolwide Projects

Table 2 examines the data presented in table 1 from a different perspective. While table 1 gives the application and eligibility rates for each State category, the percent distributions in table 2 show the proportional contribution of the category to the total number of districts. Three percent distributions are given: all districts in the Nation, those applying for Title I funds, and those eligible for schoolwide projects.

In general, within each State category, the percents of districts that applied for Title I funds corresponded to the percents of all districts in that category. This similarity is not surprising, given the prevalence of Title I applications (84 percent of all districts, according to the States' responses).

The largest percents of all districts, as well as those applying for Title I funds, were in the Great Lakes and Plains region, in States with large enrollments, and in States with medium-poverty rates. The Southeast region, with 11 percent of all districts and 13 percent of the districts applying for Title I funds, provided the smallest contribution to the totals of both of these distributions.

The distribution pattern of eligibility for schoolwide projects, however, deviated considerably from the other two percent distributions. The range of percents was wider--from 5 to 76 percent--compared to the ranges for all districts (11 to 46 percent) and for districts applying for Title I funds (13 to 49 percent). In only two categories were the percents of eligible districts fairly similar to the percents of districts submitting Title I applications: small States (with 17 and 15 percent, respectively) and the West and Southwest region (with 26 and 30 percent, respectively).

In three categories, the percents of eligible districts far exceeded the percents of districts applying for Title I funds. The high-poverty States, with 31 percent of the 13,365 districts that applied for Title I funds, accounted for 76 percent of the 626 districts eligible for schoolwide projects. The Southeast region, with only 13 percent of the districts that applied for Title I support, contained 55 percent of all eligible districts. Finally, the medium-sized States contributed 50 percent of the eligible districts, but only 36 percent of the districts that submitted Title I applications. These three categories ranked highest in percents of eligible districts.

The remaining State categories contained smaller proportions of eligible districts than of districts submitting Title I applications. The smallest categorical percents of eligible districts were found in the North Atlantic region and in low-poverty States (5 and 6 percent, respectively, of the eligible districts).

*Table 2.--Percent distributions of all districts, those applying for ESEA Title I funds, and those eligible for Title I schoolwide projects, by selected State classifications: United States, winter 1979-80*

| State classification and category | Districts | | |
|---|---|---|---|
| | Total 1/ | Applying for Title I funds for the 1979-80 school year | Eligible for Title I schoolwide projects in the 1979-80 school year 2/ |
| U.S. Total (Number).. | 15,834 | 13,365 | 3/ 626 |
| | | (In percents) | |
| Total..... | 100 | 100 | 100 |
| Geographic region: | | | |
| North Atlantic..... | 19 | 19 | 5 |
| Great Lakes and Plains..... | 40 | 38 | 13 |
| Southeast..... | 11 | 13 | 55 |
| West and Southwest..... | 30 | 30 | 26 |
| Enrollment size: | | | |
| Fewer than 400,000..... | 21 | 15 | 17 |
| 400,000-999,999..... | 33 | 36 | 50 |
| 1,000,000 or more..... | 46 | 49 | 34 |
| Poverty rate: 4/ | | | |
| Low..... | 29 | 26 | 6 |
| Medium..... | 43 | 43 | 19 |
| High..... | 28 | 31 | 76 |

1/ Data from the Education Directory, Public School Systems 1977-78, National Center for Education Statistics, 1978.
2/ Districts with at least one school with 75 percent or more children eligible for Title I.
3/ Includes estimates for three States: two in the Great Lakes and Plains region and one in the West and Southwest region; one in the 400,000-999,999 enrollment category and two in the 1,000,000 or more enrollment category; and one in each of the poverty categories.
4/ Data from the Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, issued January 1979.

The poverty rate denotes the percentage of school-age children living with families with incomes below poverty level:
Low poverty--fewer than 10.5 percent of such children
Medium poverty--10.5-14.9 percent
High poverty--15 percent or more.

Note.--Percents may not add to 100 for each State classification because of rounding.

## Two-dimensional Analysis of Districts

Since the State poverty rate appeared to be the most distinguishing of the three State classifications, further analysis was conducted to determine the effect of both State poverty rate and each of the other two State classifications on the distributions of districts. Table 3 shows, in percents, the interactive effect of these paired classifications on districts that applied for Title I funds and districts eligible for schoolwide projects.

A two-way distribution of 51 States, however, necessarily results in fewer States per cell than one-dimensional arrays. Since some figures within the two-way distribution shown in table 3 represent only one or two States, these data should be interpreted with caution.

Nevertheless, the data in table 3 indicate more precisely the locations of districts. For example, while 50 percent of the districts eligible for schoolwide projects were located in medium-sized States, almost all of them (43 percent of all eligible districts) also were classified as high-poverty States. The remaining 7 percent of the districts in medium-sized States were distributed almost evenly between those with low and medium-poverty rates (4 and 3 percent, respectively, of all eligible districts). A similar pattern applied to the districts eligible for Title I schoolwide projects in the Southeast region. On the other hand, the eligible districts located in the Great Lakes and Plains region showed a different distribution pattern: the largest concentration of eligible districts occurred in the medium-poverty States (9 percent of all eligible districts).

The two largest contributors to the total number of eligible districts were high-poverty States in the Southeast (54 percent) and high-poverty, medium-sized States (43 percent), while the largest percent (27 percent) of all districts applying for Title I was located in large States with medium poverty.

Table 3.--Percent distributions of districts applying for ESEA Title I funds and eligible for Title I schoolwide projects, by paired State classifications: United States, winter 1979-80

(Table entries are districts applying for Title I funds and districts eligible for schoolwide projects for the 1979-80 school year.)

| State classification and category | Total | | State poverty rate 1/ | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Low | | Medium | | High | |
| | Districts applying for Title I funds | Districts eligible for schoolwide projects 2/ | Districts applying for Title I funds | Districts eligible for schoolwide projects 2/ | Districts applying for Title I funds | Districts eligible for schoolwide projects 2/ | Districts applying for Title I funds | Districts eligible for schoolwide projects 2/ |
| U.S. Total (Number).... | 13,365 | 626 | 3,491 | 36 | 5,743 | 116 | 4,131 | 474 |
| | | | (In percents 3/) | | | | | |
| Total... | 100 | 100 | 26 | 6 | 43 | 19 | 31 | 76 |
| Geographic region: | | | | | | | | |
| North Atlantic.. | 19 | 5 | 4 | 1 | 12 | 4 | 3 | 1 |
| Great Lakes and Plains..... | 38 | 13 | 16 | 3 | 15 | 9 | 7 | 1 |
| Southeast..... | 13 | 55 | - | - | 1 | 1 | 12 | 54 |
| West and Southwest..... | 30 | 26 | 5 | 2 | 15 | 5 | 9 | 19 |
| Enrollment size: | | | | | | | | |
| Fewer than 400,000..... | 15 | 17 | 5 | 1 | 6 | 4 | 4 | 11 |
| 400,000-999,999. | 36 | 50 | 17 | 4 | 9 | 3 | 10 | 43 |
| 1,000,000 or more..... | 49 | 34 | 4 | 4/ * | 27 | 12 | 17 | 22 |

1/ Data from the Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, issued January 1979.

The poverty rate denotes the percentage of school-age children living with families with incomes below poverty level:

Low poverty--fewer than 10.5 percent of such children
Medium poverty--10.5-14.9 percent
High poverty--15 percent or more.

2/ Districts with at least one school with 75 percent or more children eligible for Title I.

3/ Percents of districts applying for Title I funds are based on the total number of such districts (13,365), while the percents of districts eligible for Title I schoolwide projects are based on 626, the total number of eligible districts.

4/ Fewer than 1 percent.

Note.--Percents may not add to totals for each State classification because of rounding.

## Participation in ESEA Title I Schoolwide Projects

All districts that applied for Title I schoolwide projects for the 1979-80 school year already had, or expected to have, such projects. The number of these districts, however, was quite small. Only 24 (4 percent) of the eligible districts actually participated in schoolwide projects (table 4). The range of participation across the State categories was also small--from 1 to 6 percent of the eligible districts. Although there was at least one participating district in each of the State categories, the largest numbers of participating districts were found in categories that also had the highest percents of districts eligible for Title I: the Southeast, medium-sized States, and high-poverty States (14, 16, and 16 participating districts, respectively).

Table 4.--Participation in ESEA Title I schoolwide projects, by selected State classifications: United States, winter 1979-80

| State classification and category | Districts eligible for schoolwide projects in the 1979-80 school year 1/ | Districts participating in schoolwide projects in the 1979-80 school year | |
|---|---|---|---|
| | Number | Number | Percent of eligible districts (participation rate) |
| U.S. Total..... | 626 | 24 | 4 |
| Geographic region: | | | |
| North Atlantic..... | 34 | 1 | 3 |
| Great Lakes and Plains..... | 81 | 1 | 1 |
| Southeast..... | 346 | 14 | 4 |
| West and Southwest.. | 165 | 8 | 5 |
| Enrollment size: | | | |
| Fewer than 400,000.. | 104 | 2 | 2 |
| 400,000-999,999..... | 312 | 16 | 5 |
| 1,000,000 or more... | 210 | 6 | 3 |
| Poverty rate: 2/ | | | |
| Low..... | 36 | 2 | 6 |
| Medium..... | 116 | 6 | 5 |
| High..... | 474 | 16 | 3 |

1/ Districts with at least one school with 75 percent or more children eligible for Title I.

2/ Data from the Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, issued January 1979.

The poverty rate denotes the percentage of school-age children living with families with incomes below poverty level:
Low poverty--fewer than 10.5 percent of such children
Medium poverty--10.5-14.9 percent
High poverty--15 percent or more.

## Schools Eligible for Schoolwide Projects

Table 5 presents Title I schoolwide project eligibility at the school level. Since two States did not report numbers of eligible schools, the figures are based on the 49 States that provided numbers or estimates.

An estimated 2,166 schools (3 percent of all schools in the 49 States) had 75 percent or more children eligible for Title I during the 1979-80 school year. The rates of eligibility (i.e., the percents of all schools that were eligible for schoolwide projects within each State category) ranged from 1 percent or less to 7 percent.

The 2,166 eligible schools represented 546 eligible districts in the 49 States. Therefore, each eligible district had an average of four eligible schools. The actual number of eligible schools per district, however, varied considerably--from 1 to 38.

The eligible schools were distributed across State categories in proportions similar to the percents of eligible districts. For example, 80 percent of the eligible schools were located in high-poverty States, 61 percent in medium-sized States, and 52 percent in the Southeast region. The corresponding percents of all eligible districts were 76, 55, and 50, respectively.

Table 5.--Schools eligible for ESEA Title I schoolwide projects, by selected State classifications: United States, winter 1979-80

| State classification and category | All schools 1/ | Schools eligible for schoolwide projects in the 1979-80 school year 2/ | | |
|---|---|---|---|---|
| | | Number | Percent 3/ | Percent of all schools (eligibility rate) |
| U.S. Total..... | 77,878 | 2,166 | 100 | 3 |
| Geographic region: | | | | |
| North Atlantic..... | 17,970 | 229 | 11 | 1 |
| Great Lakes and Plains..... | 23,893 | 216 | 10 | 1 |
| Southeast..... | 18,244 | 1,133 | 52 | 6 |
| West and Southwest.. | 17,771 | 588 | 27 | 3 |
| Enrollment size: | | | | |
| Fewer than 400,000.. | 10,840 | 279 | 13 | 3 |
| 400,000-999,999..... | 28,653 | 1,313 | 61 | 5 |
| 1,000,000 or more... | 38,385 | 574 | 27 | 1 |
| Poverty rate: 4/ | | | | |
| Low..... | 20,214 | 63 | 3 | 5/ * |
| Medium..... | 33,762 | 380 | 18 | 1 |
| High..... | 23,902 | 1,723 | 80 | 7 |

1/ Data from the Education Directory, Public School Systems 1977-78, National Center for Education Statistics, 1978.
2/ With 75 percent or more children eligible for Title I.
3/ Percents may not add to 100 for each State classification because of rounding.
4/ Data from the Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, issued January 1979.

The poverty rate denotes the percentage of school-age children living with families with incomes below poverty level:
Low poverty--fewer than 10.5 percent of such children
Medium poverty--10.5-14.9 percent
High poverty--15 percent or more.

5/ Fewer than 1 percent.

Table 6 shows the number of States with one or more districts eligible for Title I schoolwide projects and the number of States with at least one district participating in such projects during the 1979-80 school year. The States are classified by poverty rate and geographic region and also by poverty rate and enrollment size. In addition, table 6 shows the total number of States in each category within each classification.

All but six States had at least one eligible district. All six were small, i.e., with enrollments of fewer than 400,000 students. Three of the States were located in the North Atlantic region, and the other three were in the West and Southwest region. Three had low-poverty rates; two had medium-poverty rates; and one had a high-poverty rate.

The 24 districts participating in schoolwide projects were distributed across 10 States. Five were classified as high-poverty States, three as medium-poverty States, and two as low-poverty States. Five of the 10 participating States were located in the West and Southwest region.

Additionally, the footnotes to table 6 indicate the locations of three States for which estimated numbers of eligible districts and schools were obtained during a followup of nonresponse items. The footnotes also show the location of the two States for which no information on the numbers of eligible schools was obtained.

In all, the number of States with estimated responses and/or nonresponses totaled four--one medium-sized State and three large States. Appendix I contains a discussion of estimated responses and nonresponses.

Table 6.--States with districts eligible for and participating in ESEA Title I schoolwide projects, by paired State classifications: United States, winter 1979-80

| State classification and category | All States 1/ | States with eligible districts in the 1979-80 school year | | | | States with participating districts in the 1979-80 school year | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | State poverty rate 2/ | | | | State poverty rate 2/ | | | |
| | | Total | Low | Medium | High | Total | Low | Medium | High |
| All States..... | 51 | 51 | 16 | 17 | 18 | 51 | 16 | 17 | 18 |
| Total..... | 51 | 45 | 13 | 15 | 17 | 10 | 2 | 3 | 5 |
| Geographic region: | | | | | | | | | |
| North Atlantic..... | 12 | 9 | 3 | 4 | 2 | 1 | 0 | 0 | 1 |
| Great Lakes and Plains..... | 12 | 12 | 4/ 6 | 5/ 5 | 1 | 1 | 1 | 0 | 0 |
| Southeast..... | 12 | 12 | 0 | 1 | 11 | 3 | 0 | 0 | 3 |
| West and Southwest.. | 15 | 12 | 4 | 5 | 6/ 3 | 5 | 1 | 3 | 1 |
| Enrollment size: 3/ | | | | | | | | | |
| Fewer than 400,000.. | 18 | 12 | 4 | 4 | 4 | 2 | 0 | 1 | 1 |
| 400,000-999,999..... | 19 | 19 | 4/ 7 | 4 | 8 | 4 | 2 | 1 | 1 |
| 1,000,000 or more... | 14 | 14 | 2 | 5/ 7 | 6/ 5 | 4 | 0 | 1 | 3 |

1/ Includes the 50 States and the District of Columbia.

2/ Data from the Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, issued January 1979.

The poverty rate denotes the percentage of school-age children living with families with incomes below poverty level:
Low poverty--fewer than 10.5 percent of such children
Medium poverty--10.5-14.9 percent
High poverty--15 percent or more.

3/ Data from the Education Directory, Public School Systems 1977-78, National Center for Education Statistics, 1978.

4/ Includes one State that provided estimated numbers of eligible districts and eligible schools.

5/ Includes one State that provided estimated numbers of eligible districts and eligible schools, and an additional State with a "not-ascertained" response for number of eligible schools.

6/ Includes one State that provided estimated numbers of eligible districts and a "non-ascertained" response for number of eligible schools.

## SUMMARY

A survey of State education agencies was conducted in December 1979 by the Fast Response Survey System (FRSS) to assess eligibility for, and participation in, Title I schoolwide projects. During the 1979-80 school year, about 5 percent of the districts (626) that applied for Title I funds had at least one school with 75 percent or more children eligible for Title I. Under Section 133 of the Education Amendments of 1978, these districts were eligible for Title I schoolwide projects to upgrade the school's entire education program. While eligible districts tended to be concentrated in certain State categories--high-poverty States located in the Southeast, and States with medium-sized enrollments and high-poverty rates--they occurred in all State categories. Only six States reported having no districts eligible for schoolwide projects.

Information on eligible schools was obtained from 49 States. In these States, an estimated 2,166 schools qualified for Title I schoolwide projects. The eligible schools represented almost 3 percent of all the schools in the 49 reporting States.

Although 626 districts were eligible for Title I schoolwide projects during the 1979-80 school year, only 24 of these districts (4 percent) actually participated in such projects. Since the questionnaire did not request reasons for not participating in schoolwide projects, such data cannot be provided in this report. Comments volunteered by some respondents, however, suggested that several factors discouraged applications for schoolwide projects: the requirement for supplementary State and local funding; unavailability of regulations or standards for implementing Section 133; problems concerning the interpretation of Section 133; lack of familiarity with the legislation; and lack of time to assess district needs or apply for the new program.

APPENDIX I

## The Fast Response Survey System

The Fast Response Survey System (FRSS) was established by NCES so that education data, urgently needed for planning and policy formulation, could be collected quickly and with minimum burden on respondents.

The FRSS covers six education sectors:

State education agencies (SEA's)

Local education agencies (LEA's)

Public elementary and secondary schools

Nonpublic elementary and secondary schools

Institutions of higher education

Noncollegiate postsecondary schools with occupational programs.

All 50 States and the District of Columbia are included in the SEA sector. For each of the other sectors, a stratified random sample was designed to allow valid national estimates to be made. The sample sizes range from 500 to 1,000.

A data-collection network involving both respondents and coordinators was developed in each sector. Coordinators assist in the data collection by maintaining liaison with the sampled institutions or agencies. The respondents, selected to report for their institutions or agencies, are responsible for completing the questionnaires.

The Fast Response Survey System provides NCES with a mechanism for furnishing data quickly and efficiently. All aspects of the system--the sample design, the network of coordinators and respondents, and the short questionnaires--have been designed with this end in mind.

## Methodology for the SEA Survey of Title I Schoolwide Project Eligibility and Participation

The questionnaire for this survey was mailed November 30, 1979, to each SEA coordinator, and responses were collected by telephone. Data collection was completed within 3 weeks of the mailing date; all States and the District of Columbia responded to the survey. After a preliminary summary indicated some potential problems, FRSS staff made a number of phone calls to verify and clarify certain responses.

Also, an attempt was made to obtain estimates in lieu of missing data; estimates of eligible districts were obtained from three States and estimates of eligible schools from two. For two States, responses for eligible schools remained not ascertained. (The locations of these States are footnoted in table 6 of the text.)

The estimated number of districts was 69, about 4 percent of the 1,952 districts that applied for Title I funds in the three States providing the estimates. Calculated without these three States, the national eligibility rate of 5 percent would be unchanged.

The estimated number of schools was 9, or fewer than 1 percent of all the 6,135 schools in the two States that provided the estimates. Again, the omission of these States would not have changed the national school eligibility rate of 3 percent of all schools.

Finally, the two States from which no responses for the number of eligible schools were received contained a total of 9,508 schools (11 percent of all schools in the Nation). The reported number of eligible schools (2,166), therefore, is low.

It appears that the conservative estimates included in the survey findings and nonresponses may have contributed to lower national totals of eligible districts and schools than may have been obtained with complete item-responses. In addition, it is possible that other State responses were based on some degree of estimation. However, the possible increases in numbers probably would not have been sufficiently large to have had a major effect on the survey results.

Information on the enrollment size of States was obtained from the Education Directory, Public School Systems 1977-78, National Center for Education Statistics, 1978. Information on State poverty rates was obtained from Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, 1979.

## Distribution of School Districts in the United States

School districts vary widely in the number of schools they comprise and the number of children they serve. Although this variability occurs within States, as well as among States, some patterns emerge within the State classifications studied in this report: geographic region, State enrollment size, and State poverty rate. Table A presents a distribution of districts, schools, and students across these three classifications.

Regional variations are most striking. While the numbers of the Nation's 15,834 districts vary considerably across regions (from 11 to 40 percent), the enrollments in each region are quite similar--ranging from 23 to 27 percent of the total enrollment of 43,528,793. For example, the Southeast region, with only 11 percent of the districts (1,739), accounts for almost one-fourth of the national enrollment. Consequently, across regions, the average enrollment per district varies considerably--from 5,737 in the Southeast (the largest) to 1,845 in the Great Lakes and Plains (the smallest). The average number of schools per district varies as well--from 10.5 in the Southeast to 4.4 in the Great Lakes and Plains.

The numbers of districts, students, and schools tend to increase as the enrollment size of States increases, but not necessarily in the same proportions. Average enrollments and average number of schools per district also increase with State enrollment size. For example, districts in small States (fewer than 400,000 students) have an average enrollment of 1,013, while in large States (1,000,000 or more students), districts average 3,715 students per district.

About two-fifths of the school districts and almost one-half of all students are located in States classified as medium-poverty States. The distributions by State poverty rate show greater variability than by enrollment size. Slightly less than one-fifth of all students live in low-poverty States, while the medium-poverty States enroll almost half of the students, and the high-poverty States account for 34 percent. However, the average enrollment and number of schools per district tend to increase as the poverty rate increases.

Table A.--Overview of public school districts, by selected State classifications

| State classification and category | Districts 1/ | | Enrollment 1/ (in thousands) | | Average enrollment per district | Percent of schools 1/ | Average number of schools per district |
|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | | | |
| U.S. Total... | 15,834 | 100 | 43,529 | 100 | 2,749 | 100 | 5.5 |
| Geographic region: | | | | | | | |
| North Atlantic.. | 3,067 | 19 | 10,404 | 24 | 3,392 | 21 | 5.9 |
| Great Lakes and Plains..... | 6,315 | 40 | 11,652 | 27 | 1,845 | 32 | 4.4 |
| Southeast..... | 1,739 | 11 | 9,977 | 23 | 5,737 | 21 | 10.5 |
| West and Southwest..... | 4,713 | 30 | 11,496 | 26 | 2,439 | 26 | 4.9 |
| Enrollment size: | | | | | | | |
| Fewer than 400,000..... | 3,299 | 21 | 3,341 | 8 | 1,013 | 12 | 3.3 |
| 400,000-999,999..... | 5,175 | 33 | 12,842 | 30 | 2,482 | 33 | 5.5 |
| 1,000,000 or more..... | 7,360 | 46 | 27,346 | 63 | 3,715 | 55 | 6.5 |
| Poverty rate: 2/ | | | | | | | |
| Low..... | 4,519 | 29 | 8,170 | 19 | 1,808 | 23 | 4.5 |
| Medium..... | 6,825 | 43 | 20,415 | 47 | 2,991 | 43 | 5.6 |
| High..... | 4,490 | 28 | 14,944 | 34 | 3,328 | 33 | 6.5 |

1/ Data from the Education Directory, Public School Systems 1977-78, National Center for Education Statistics, 1978. Percents are based on a national total of 87,386 schools.

2/ Data from the Population Characteristics, Demographic, Social and Economic Profile of States: Spring 1976, United States Department of Commerce Current Population Reports, Series P-20, no. 334, issued January 1979.

The poverty rate denotes the percentage of school-age children living with families with incomes below poverty level:

Low poverty--fewer than 10.5 percent of such children
Medium poverty--10.5-14.9 percent
High poverty--15 percent or more.

Note.--Percents may not add to 100 for each State classification because of rounding.

APPENDIX II

REPRODUCTION OF SURVEY QUESTIONNAIRE

FAST RESPONSE SURVEY SYSTEM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

FORM APPROVED
FEDAC No. S-95
App.Exp.: 01/80

Dear FRSS Coordinator:

At the request of the Office of Legislation, U.S. Office of Education, we are conducting this fast response survey to obtain data relevant to Sec. 133 of ESEA Title I, as amended by P.L. 95-561. The information is needed for consideration of a planned congressional amendment to this section intended to facilitate schoolwide projects.

The survey has been coordinated with the Council of Chief State School Officers through its Committee for Evaluation and Information Systems. Westat, Inc., a research firm in Rockville, Maryland, is conducting the survey under a contract with the National Center for Education Statistics.

The questionnaire is intended primarily for response by State Title I or Federal Program Coordinators. You need not return the questionnaire. A Westat representative will telephone you on to record your response. If you have any questions, or if you wish to telephone your response early, please contact Jeanette Goor of my staff at (202) 245-7843.

Sincerely,

Marie D. Eldridge

Marie D. Eldridge
Administrator

SURVEY OF SEA'S ON TITLE I SCHOOLWIDE PROJECT ELIGIBILITY AND PARTICIPATION

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

NOTE: For purposes of this survey, Title I eligible children are those counted in qualifying a school for Federal Title I participation. Consider only Federal requirements, not any additional State criteria.

1. How many districts in your State have applied for Title I funds for the 1979-80 school year?_____

   (If none, do not complete the remaining questions.)

ELIGIBILITY FOR TITLE I SCHOOLWIDE PROJECTS:

2. How many of these districts have at least one school with 75 percent or more Title I eligible children?_____

   (If none, do not complete the remaining questions.)

3. What is the total number of schools with 75 percent or more Title I eligible children in these districts?_____

PARTICIPATION IN TITLE I SCHOOLWIDE PROJECTS:

4. Has any district applied for a Title I schoolwide project for the 1979-80 school year?

   Yes ☐ No ☐ If "yes," how many districts?_____

5. How many districts have, or will have, at least one Title I schoolwide project in the 1979-80 school year?_____

Name and title of person completing this form:

_____

_____

Telephone No. (include area code)

_____

State_____ Date_____

NCES Form No. 2379-9, 11/79

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
ED 395
SPECIAL FOURTH CLASS
RATE – BOOK

NCES 80-237